

RAIMONDI COLLEGE SECONDARY SECTION



ANNUAL SCHOOL PLAN 2011 – 2012

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I. School Mission Statement

Our College shares the universal mission of Catholic Schools in the education of the whole person.

Consistent with the school motto, “IN CONSTANTIA FORTITUDO”, we shall guide our students to persevere in their quest for knowledge and help students build their character, develop their potential and their sense of commitment towards the community at large.

It is the school’s hope that all students and members of staff experience the spirit of love and the teachings of the Gospel both through the curriculum and school life.

UNITY

PERSEVERANCE

LOVE

II. Major Concerns for 2009 - 2012

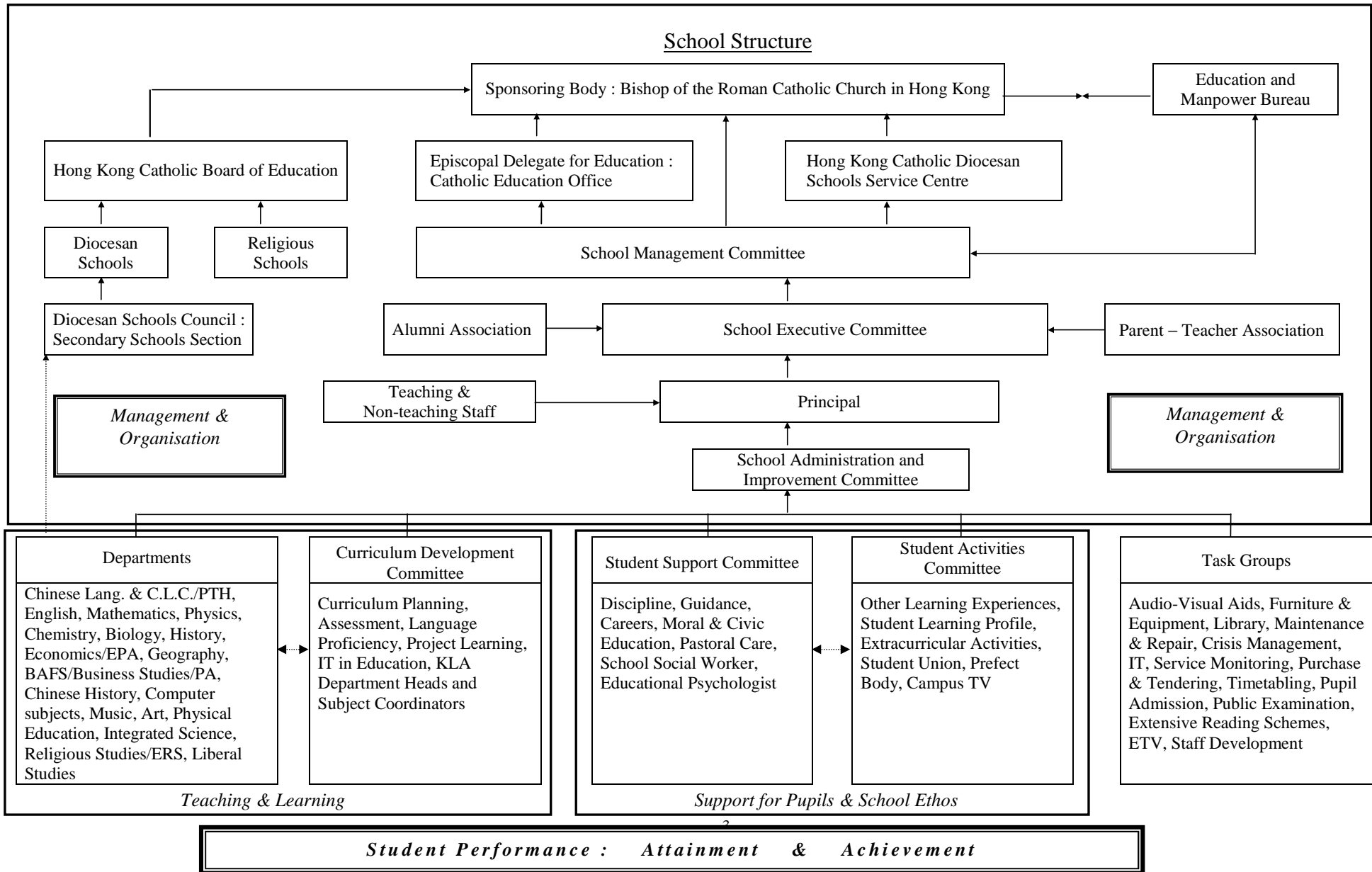
1. Cultivating students’ capacity for self-directed learning under the New Senior Secondary (NSS) Curriculum by adopting a pupil-centred approach to teaching
2. Providing effective support for students’ whole-person development and lifelong education
3. Enhancing school self-evaluation and professional development for further sustainable improvement

Major Concerns for 2011-2012

- 1. Cultivating students’ capacity for self-directed learning under the New Senior Secondary (NSS) curriculum by adopting a pupil-centred approach to teaching**
 - 1.1 Optimizing students’ academic performance and registering their non-academic attainment for the Hong Kong Diploma of Secondary Education Examination (HKDSE)
 - 1.2 Adapting classroom learning and teaching for effective application of knowledge and skills as prescribed by the HKDSE level descriptors
 - 1.3 Holistic review of the school curriculum for realizing the vision of the New Academic Structure
- 2. Providing effective support for students’ whole-person development and lifelong education**
 - 2.1 Formulation and implementation of a Healthy School Policy
 - 2.2 Promotion of Moral and National Education
 - 2.3 Adoption of a proactive approach to supporting and improving learning effectiveness among the junior level students
- 3. Enhancing school self-evaluation and professional development for further sustainable improvement**
 - 3.1 Revision of the “Staff Manual” to update school policies and procedures
 - 3.2 Strengthening the middle management
 - 3.3 Further coordination with the Primary Section
 - 3.4 School Development Plan 2012-2015

Long Term Vision:

- Unity (Whole-person Development)
- Perseverance (Life-long Learning)
- Love (Pupil-centredness)



IV. Annual School Plan (2011-2012)

1. Major Concern: Cultivating students' capacity for self-directed learning under the New Senior Secondary (NSS) curriculum by adopting a pupil-centred approach to teaching

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1	Optimizing students' academic performance and registering their non-academic attainment for the Hong Kong Diploma of Secondary Education Examination (HKDSE)					
	(a) Optimizing students' academic performance for the HKDSE	<p>September 2011</p> <p>September 2011 – February 2012</p> <p>October – November 2011</p> <p>September 2011 – February 2012</p>	<ul style="list-style-type: none"> • Reasonable goals in terms of anticipated results of examination subjects in the 2012 HKDSE are set at school and panel levels • Preset goals are achieved by utilizing the Planning-Implementation-Evaluation (PIE) mechanism <ul style="list-style-type: none"> - factors and problems affecting students' performance are identified - strategies to help students attain higher academic levels are devised and carried out - assessment data collected are analysed to refine the strategies • A uniform revision test for S6 students is conducted on topics covered in S4 • Students' performance is analyzed for devising remedial actions • Monitoring and control measures are applied for S6 <ul style="list-style-type: none"> - learning and teaching schedules - School-based Assessment (SBA) - revision programmes 	<ul style="list-style-type: none"> • Teacher appraisal • Panel meetings & minutes • CDC meetings & minutes • SAIC meetings & minutes • Panel meetings & minutes • PIE folders • Evaluation Reports • Panel meetings & minutes • SAIC meetings & minutes • Evaluation Reports • Panel meetings & minutes • Teaching schedules 	<ul style="list-style-type: none"> • Mr. G.W. Au • Mr. K.H. Tam • KLA Department Heads / Subject Coordinators • Subject teachers • SAIC members • KLA Department Heads / Subject Coordinators • Subject teachers • SAIC members • KLA Department Heads / Subject Coordinators • KLA Department Heads / Subject Coordinators • Subject teachers 	

	(b) Registering students' non-academic attainment for the HKDSE	September 2011 – February 2012	<ul style="list-style-type: none"> An Ad Hoc Task Group is set up to handle HKDSE administrative matters including <ul style="list-style-type: none"> input of student information (S6 & S7) into the Joint University Programmes Admission System (JUPAS) input of student information relating to Other Experiences and Achievements (OEA) in competitions/activities students' self account 	<ul style="list-style-type: none"> Task Group meetings & minutes Evaluation Report 	<ul style="list-style-type: none"> Task Group members (Dr. E. Lee, Mr. K.H. Tam, Mr. L. Yeung, Ms. D. Wong, Ms. T. Tsang) 	
1.2	Adapting classroom learning and teaching for effective application of knowledge and skills as prescribed by the HKDSE level descriptors					
	(a) Improving students' level of performance in assessment	Whole year	<ul style="list-style-type: none"> Students are trained to <ul style="list-style-type: none"> apply knowledge and skills decode questions identify and interpret information communicate ideas formulate logical answers Students' performance is matched with HKDSE level descriptors Structural issues in assessment are identified and addressed 	<ul style="list-style-type: none"> SAIC meetings & minutes Panel meetings & minutes Evaluation Reports 	<ul style="list-style-type: none"> SAIC members All teachers 	
	(b) Further development in Knowledge Building for enhancing students' learning	Whole year	<ul style="list-style-type: none"> Students are guided to develop study skills and learning habits consistent with the Knowledge Building teaching model Elements of Knowledge Building and Cognitive Science are utilized to develop brain-based learning 	<ul style="list-style-type: none"> CDC meetings & minutes SSC meetings & minutes Panel meetings & minutes Evaluation Reports 	<ul style="list-style-type: none"> Mr. K.H. Tam Dr. E. Lee Biology panel Mr. H. Wong 	
1.3	Holistic review of the school curriculum for realizing the vision of the New Academic Structure					
	(a) Review of the NSS curriculum	Whole year	<ul style="list-style-type: none"> Feedback on the present NSS curriculum is collected from stakeholders Necessary curriculum changes at school and panel levels are made based on professional judgement and stakeholders' views 	<ul style="list-style-type: none"> Survey Panel meetings & minutes CDC meetings & minutes SEC & SMC meetings & minutes 	<ul style="list-style-type: none"> Mr. K.H. Tam CDC members Stakeholders 	
	(b) Curriculum coordination between junior and senior secondary levels	Whole year	<ul style="list-style-type: none"> A junior secondary curriculum is planned and implemented to provide a solid foundation for the NSS curriculum 	<ul style="list-style-type: none"> CDC meetings & minutes 	<ul style="list-style-type: none"> Mr. K. H. Tam CDC members 	

2. Major Concern: Providing effective support for students' whole-person development and lifelong education

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.1	Formulation and implementation of a Healthy School Policy					
	(a) Formulation and implementation of the school policy on healthy life style	Whole Year	<ul style="list-style-type: none"> School policies on positive school life (e.g. punctuality, school attendance, learning attitude, study skills, ...), anti-drug and prevention of bullying are formulated 	<ul style="list-style-type: none"> Document 	<ul style="list-style-type: none"> SSC 	
	(b) Cultivation of a self-managing classroom environment	Whole Year	<ul style="list-style-type: none"> Classroom duties are assigned to students Students cleaning their classrooms once a month 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> SSC Class Teachers 	<ul style="list-style-type: none"> General Office
	(c) Support programme for S1 students and parents	August – November 2011	<ul style="list-style-type: none"> All S1 students participate in workshops organized by 'Edvenue' for adapting academic learning to the requirements of the secondary school curriculum An integrated approach for organizing student and parent orientations is adopted 	<ul style="list-style-type: none"> Students' works Parent feedback 	<ul style="list-style-type: none"> Guidance Team 	<ul style="list-style-type: none"> PTA members Core subject HODs Education Psychologist SSC Team Heads
	(d) Further control on student's general appearance and punctuality	Whole Year	<ul style="list-style-type: none"> Set up a centralized recording and monitoring system Devise measures to correct deviant behaviour 	<ul style="list-style-type: none"> Discipline reports 	<ul style="list-style-type: none"> Discipline Team 	
2.2	Promotion of Moral and National Education					
	(a) Revision of the existing Moral and Civic Education Curriculum	July – August 2011	<ul style="list-style-type: none"> Identify elements/components of National Education in the existing Moral & Civic, academic and informal curricula 	<ul style="list-style-type: none"> Meeting minutes 	<ul style="list-style-type: none"> Moral and Civic Education Team CDC 	
	(b) Stocktaking of library books on Civic and National Education	July – August 2011	<ul style="list-style-type: none"> Updated and accurate statistics Making plans to enrich library collection 	<ul style="list-style-type: none"> Reports 	<ul style="list-style-type: none"> Librarian 	
2.3	Adoption of a proactive approach to supporting and improving learning effectiveness among the junior level students					
	(a) Formulation and implementation of a homework assignment policy	July 2011 onwards	<ul style="list-style-type: none"> Devise and implement a mechanism to improve students' learning habits (homework submission and quality) Improvement in homework submission rate 	<ul style="list-style-type: none"> Discipline Team reports 	<ul style="list-style-type: none"> Discipline Team CDC S1-3 Head/Assistant Head Teachers IT Team 	
	(b) Support student with learning difficulties	July 2011 onwards	<ul style="list-style-type: none"> Employ the SEN identification mechanism for students with learning difficulties Able to identify students' needs and provide support through the guidance/discipline/subject/class teachers 	<ul style="list-style-type: none"> Guidance Team reports 	<ul style="list-style-type: none"> Guidance Team CDC S1-3 Head/Assistant Head Teachers 	

3. Major Concern: Enhancing school self-evaluation and professional development for further sustainable improvement

	Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
3.1	Revision of the “Staff Manual” to update school policies and procedures					
	(a) Preparation work	September 2011 – March 2012	<ul style="list-style-type: none"> Finalize items to be included in the Staff Manual Collect updated information on curriculum, school policies and procedures 		<ul style="list-style-type: none"> Administrative staff 	<ul style="list-style-type: none"> Clerical support
	(b) Publication of the new Staff Manual	May – August 2012	<ul style="list-style-type: none"> The new “Staff Manual” is ready for distribution to teachers by the end of the school year 2011-2012 	<ul style="list-style-type: none"> Feedback from teachers 	<ul style="list-style-type: none"> Administrative staff 	<ul style="list-style-type: none"> Clerical support
3.2	Strengthening the middle management					
	(a) Delegation of administrative duties	Whole year	<ul style="list-style-type: none"> Assigning staff appraisal and lesson observation responsibilities to Assistant Principals and major KLA Department Heads 	<ul style="list-style-type: none"> Appraisal records Lesson observation reports 	<ul style="list-style-type: none"> Principal Assistant Principals Department Heads of English, Chinese, Mathematics and Science 	
	(b) Enhancement of problem-solving ability	Whole year	<ul style="list-style-type: none"> Empowering the subject coordinators and group leaders to identify, tackle and solve problems using the PIE mechanism 	<ul style="list-style-type: none"> PIE folders 	<ul style="list-style-type: none"> Principal Assistant Principals Subject coordinators Group leaders 	
	(c) Provision of opportunities for professional interflow	Whole year	<ul style="list-style-type: none"> Sharing of good practices during Staff Development Seminars Attachment programmes for middle managers of Catholic Diocesan Secondary schools 	<ul style="list-style-type: none"> Evaluation reports of seminars Evaluation report of attachment programmes 	<ul style="list-style-type: none"> SAIC Key staff 	
3.3	Further coordination with Primary Section					
	(a) Feeder linkage	December 2011 – January 2012	<ul style="list-style-type: none"> Talk for P6 parents Orientation for P6 students 	<ul style="list-style-type: none"> Feedback 	<ul style="list-style-type: none"> Key staff of secondary and primary sections 	
	(b) Curriculum planning	Whole year	<ul style="list-style-type: none"> Meetings between curriculum leaders of the secondary and primary sections to facilitate coordination and smooth transition 	<ul style="list-style-type: none"> Reports on joint sectional activities 	<ul style="list-style-type: none"> Curriculum leaders 	

3.4	School Development Plan (SDP) 2012-2015				
(a) Surveys	February – March 2012	<ul style="list-style-type: none"> • Stakeholder surveys - APASO survey - Strength-Weakness-Opportunity-Threat (SWOT) analysis 	<ul style="list-style-type: none"> • Completion of questionnaires 	<ul style="list-style-type: none"> • Mr. K. H. Tam • Mr. R. Lo 	<ul style="list-style-type: none"> • Clerical support
(b) Major concerns for 2012-2015	April 2012	<ul style="list-style-type: none"> • Consensus on major concerns among stakeholders 	<ul style="list-style-type: none"> • Discussion and observation 	<ul style="list-style-type: none"> • Mr. G. W. Au 	
(c) Formulation of SDP	May – June 2012	<ul style="list-style-type: none"> • Writing up the SDP • Endorsement by - Teaching staff - School Executive Committee - School Management Committee 	<ul style="list-style-type: none"> • Ownership of major concerns and SDP by staff 	<ul style="list-style-type: none"> • Key staff 	

V. BUDGET SUMMARY

	<u>Expenditure</u>	
(A) Operating Expenses Block Grant (OEBG)		
1. Administration	\$4,146,900.00	
2. Curriculum	\$390,100.00	
3. Co-curricular Activities	\$195,480.00	
4. Student Affairs	\$48,000.00	
5. General Affairs	<u>\$150,820.00</u>	
		\$4,931,300.00
(B) Capacity Enhancement Grant (CEG)		
1. Employment of additional staff	\$250,000.00	
2. Hire of instructors	<u>\$200,800.00</u>	
		\$450,800.00
(C) Enhanced Senior Secondary Curriculum Support Grant (ESSCSG)		
1. Employment of additional staff	<u>\$500,000.00</u>	
		\$500,000.00
(D) Composite Furniture & Equipment Grant (CFEG)		\$323,800.00
(E) Composite IT Grant (CITG)		\$335,000.00
(F) Service Centre Subsidy for Student Activities		\$13,950.00
(G) Refined English Enhancement Grant (REEG)		
1. Employment of a contract teacher	\$310,000.00	
2. Employment of a teaching assistant	\$165,400.00	
3. Hiring consultancy service	<u>\$160,000.00</u>	
		\$635,400.00

Prepared by:

Endorsed by:

Mr. G.W.Au
Principal

Fr. J. B. Tsang
Chairman
School Management Committee

Date: 11 October 2011